

Japanese-American Internment Revisited – Scoring Sheet

Student Name: _____

Place a score (1-4) in each row corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations**College Ready (3):** Shows proficiency in all of the performance expectations**Approaching College Ready (2):** Meets only some of the performance expectations**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student's Self-Assessment	Instructor's Score
Intellectual Curiosity (engages in scholarly inquiry and dialogue; accepts constructive criticism and revises personal views when valid evidence warrants)		
Reasoning (considers arguments and conclusions of self and others; constructs well-reasoned arguments; gathers evidence to support arguments; supports or refines claims based on results)		
Academic Behaviors (self-monitors learning needs and seeks assistance when needed; uses good study habits; strives for accuracy and precision; perseveres to complete and master tasks)		
Work Habits (works independently; works collaboratively)		
Academic Integrity (attributes ideas and info to sources; includes the ideas of others and the complexities of the debate, issue, or problem)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies key information and supporting details; analyzes textual information critically)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (explores a research topic; synthesizes and organizes information effectively; designs and presents an effective product; integrates source materials)		
Technology (uses technology to gather information)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (performs chronological reasoning; explores the continuity of political ideologies, civic organizations, institutions; exercises problem-solving, decision-making skills)		
Diverse Human Perspectives and Experiences (analyzes the issues of multicultural societies; examines factors that influence personal and group identities, e.g. race, ethnicity, gender, nationality, socioeconomic status)		
Analysis, Synthesis, and Evaluation of Information (performs critical examinations of all sources; uses established research methods; reaches conclusions supported by evidence)		
Effective Communication (uses clear and coherent communication; attributes ideas and information to source materials)		

See reverse for
comments.

Score	College Readiness Level
46-52	Exceeding College Ready
38-45	College Ready
20-37	Approaching College Ready
0-19	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Japanese-American Internment Revisited – Scoring Guide

Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.

KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description: Student contributes thoughtfully to class discussion regarding issues surrounding Japanese American internment during World War II. Student systematically conducts detailed investigations of Japanese American internment during World War II.

Evidence for Scoring: Student dialogues with other students regarding the justice of the reparations made to Japanese Americans years later, drawing comparisons to other historical events for which reparations have been debated. Student researches the findings in the Supreme Court case of *Korematsu v. United States* (1944).

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description: Student carefully examines alternative points of view, taking different roles to defend or oppose, as appropriate.

Evidence for Scoring: Student considers the pros and cons of whether the United States had the right to suspend the civil rights of Japanese Americans after the bombing of Pearl Harbor.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student adequately applies logic to analyze patterns and descriptions and to thoughtfully evaluate conclusions regarding Japanese American internment during World War II.

Evidence for Scoring: Student identifies United States response to Pearl Harbor as part of a pattern of strong reactions demonstrated by countries under attack.

2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

College Ready Description: Student advances a logical solution clearly based in original thought and reflective of facts rather than opinions.

Evidence for Scoring: Student supports his or her condemnation of the United States' internment of Japanese Americans by citing evidence regarding the civil rights ostensibly held by all Americans.

3. Gather evidence to support arguments, findings, or lines of reasoning.

College Ready Description: Student takes sufficient research notes using varied, relevant primary and secondary sources.

Evidence for Scoring: Student's research includes primary sources, such as firsthand accounts of Japanese American internment, as well as secondary sources, such as articles by legal scholars commenting on the internment after World War II ended.

4. Support or refine claims based on the results of an inquiry.

College Ready Description: Student refines original thinking and adjusts positions regarding Japanese American internment, based on thoughtful examination.

Evidence for Scoring: Student notes that the research he or she has done has led to a different understanding of the correctness of the issue of reparations.

D. Academic Behaviors**1. Self-monitor learning needs and seek assistance when needed.**

College Ready Description: Student understands what in the process of research and essay construction is confusing and needs clarification. Student then seeks out the appropriate resources to help clear up any uncertainties.

Evidence for Scoring: Student's essay and research process are purposeful and on task, proving that expectations were understood and successfully met.

2. Use study habits necessary to manage academic pursuits and requirements.

College Ready Description: Student breaks down the research and essay into manageable sections, and then structures her time appropriately during the completion of these projects.

Evidence for Scoring: Student's final product is well-organized and carefully constructed, illustrating an effective allocation of time and energy.

3. Strive for accuracy and precision.

College Ready Description: Student collects and reports relevant information carefully and correctly.

Evidence for Scoring: Student accurately and appropriately cites quotations from a variety of sources that help support his or her argument.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final work product that reflects a thorough understanding of the topic and meets all requirements of the assignment.

Evidence for Scoring: Student's final essay presents strong, logical arguments based on solid research.

E. Work Habits**1. Work independently.**

College Ready Description: Student can plan the research and essay, establish project parameters, and complete the tasks with minimal supervision, seeking assistance accordingly. Student also follows directions independently and completes assignments outside of class in a timely manner.

Evidence for Scoring: Student breaks down the varied tasks into manageable components and completes each phase successfully. Also, the ideas within the work belong solely to the student (not plagiarized).

2. Work collaboratively.

College Ready Description: Student can work with students from various cultural and ethnic backgrounds in a group environment to investigate the explored topic and generate logical solutions even under circumstances of disagreement.

Evidence for Scoring: During discussions and peer review, the student respectfully considers and responds to the opinions of classmates and provides effective feedback.

F. Academic Integrity

1. Attribute ideas and information to source materials and people.

College Ready Description: Student adequately documents the works of others, giving credit where credit is due and never claiming credit for work that is not his or her own. Student correctly utilizes a standard reference citation format.

Evidence for Scoring: In citing information from the Japanese American Citizens League, student accurately indicates any quoted statements. Student's Works Cited list contains a consistent and appropriate reference format, as prescribed by the instructor.

3. Include the ideas of others and the complexities of the debate, issue, or problem.

College Ready Description: Student presents multiple perspectives of the issue of Japanese American internment during World War II.

Evidence for Scoring: Student's final essay considers the opposing viewpoint on reparations before taking a final stand on the issue.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

4. Identify the key information and supporting details.

College Ready Description: Student thoroughly summarizes the major points of his or her research and includes supporting examples and illustrations and any conflicting points of view.

Evidence for Scoring: Student presents the primary legal justifications for internment at the beginning of the essay and organizes conclusions around examinations of the sub-issues revealed during the research process.

5. Analyze textual information critically.

College Ready Description: Student correctly identifies conflicting points of view in arguments regarding United States internment of Japanese Americans during World War II. Student correctly identifies stated and implied assumptions as well as common misconceptions in researched informational texts.

Evidence for Scoring: Student adequately explains the pros and cons viewpoints about the United States making reparations to citizens who were interned. Student points out that few, if any, of the interned citizens were proven to be traitors to the United States.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student provides a thesis statement that clearly articulates a position and includes relevant evidence and examples in a logical progression. Student uses proper citation conventions, grammar, mechanics, punctuation, and spelling.

Evidence for Scoring: Student's thesis statement takes the position that reparations to the Japanese Americans were excessive and unnecessary, and concrete supporting evidence is provided to support this position logically.

C. Research Across the Curriculum

2. Explore a research topic.

College Ready Description: Student accurately identifies the most significant events regarding Japanese American internment during World War II and its aftermath. Student systematically and appropriately relates research to the focus questions on Japanese American internment.

Evidence for Scoring: Student fully describes events leading up to the Japanese American Reparations Act of 1988. Student relates the Supreme Court finding in *Hirabayashi v. United States* (1943) to the question of the civil rights of the Japanese Americans who were interned.

5. Synthesize and organize information effectively.

College Ready Description: Student includes effective quotations and evidence to relate and illustrate important events and points of view regarding the internment of Japanese Americans and its aftermath. Student determines a logical and effective order for presenting quotations and evidence that supports findings regarding the Japanese American internment and subsequent reparations.

Evidence for Scoring: Student includes quotations from Japanese Americans who were interned to illustrate how their civil rights were denied. Student takes and supports a position on the first focus question and then moves on to the second.

6. Design and present an effective product.

College Ready Description: Student effectively prepares an engaging essay using multimedia or other technological tools to share findings about the internment of Japanese Americans and its aftermath.

Evidence for Scoring: Student's final product is engaging, thoughtful, deeply analytical, well-supported, on-task, and produces mindful results.

7. Integrate source material.

College Ready Description: Student effectively integrates source materials into text by accurately summarizing, paraphrasing, and quoting. Student effectively balances the use of source materials with relevant explanations.

Evidence for Scoring: Student describes the mission and activities of the Japanese American Citizens League that led to the reparations act. Student's final essay includes both cited content and narrative descriptions to support the positions regarding the focus questions.

E. Technology

1. Use technology to gather information.

College Ready Description: Student explores the uses of technology as an effective communication tool during the essay and while discussing the differences between video and text with classmates.

Evidence for Scoring: Student uses computers to conduct research, create essays, and present information. Student also acknowledges differences between visual and written images and understands the correct uses for each.

SOCIAL STUDIES STANDARDS

I. Interrelated Disciplines and Skills

B.3. Periodization and chronological reasoning.

College Ready Description: Student analyzes causes and effects of major political, economic, and social changes in U.S. and world history.

Evidence for Scoring: Student understands the impact of the time periods in question, including the political, economic, and social influences on today's society.

C.3. Change and continuity of political ideologies, constitutions, and political behavior.

College Ready Description: Student explains and analyzes the importance of civic engagement.

Evidence for Scoring: Student is able to discuss the effects of governmental and political change and function during the time period in question. Student can also discuss and present the political legacy of this period convincingly in a timeline and essay.

E.4. Change and continuity of social groups, civic organizations, institutions, and their interaction.

College Ready Description: Student identifies and evaluates the sources and consequences of social conflict.

Evidence for Scoring: Student identifies the social forces that led to the creation of Japanese-American internment camps and the lasting repercussions on certain groups, organizations and institutions.

F.2. Problem-solving and decision-making skills.

College Ready Description: Student analyzes ethical issues in historical, cultural, and social contexts.

Evidence for Scoring: Student effectively locates, evaluates and includes research to present a thoughtful, engaging, and deeply processed final product.

II. Diverse Human Perspectives and Experiences

A.2. Multicultural societies.

College Ready Description: Student evaluates the experiences and contributions of diverse groups to multicultural societies.

Evidence for Scoring: Student discusses qualities, influences, and experiences of multiculturalism in the final essay and shows the reasons behind and consequences of unequal treatment of a minority group by a majority.

B.1. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).

College Ready Description: Student explains and evaluates the concepts of race, ethnicity, and nationalism.

Evidence for Scoring: Student discusses and presents information showing a careful analysis of the factors that influence human behavior and identity and shows how these factors were involved of the creation of internment camps.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 3. Critical examination of texts, images, and other sources of information.

College Ready Description: Student identifies and analyzes the main ideas and points of view in sources. Student evaluates sources from multiple perspectives.

Evidence for Scoring: Student effectively combines information from a variety of sources into an interesting, well-analyzed reflection response and essay.

B.3, 4. Research and methods.

College Ready Description: Student gathers, organizes, and displays the results of data and research. Student identifies and collects sources.

Evidence for Scoring: Student is able to: understand how sources contribute to the overall discussion, explain how the gathered information relates to the main points, and know where to find additional sources if needed.

D.1. Reaching conclusions.

College Ready Description: Student constructs a thesis that is supported by evidence.

Evidence for Scoring: Student presents an interesting, thoughtful analysis based on research that says something fresh about the topic and shows deep deliberation.

V. Effective Communication

A.1, 2. Clear and coherent oral and written communication.

College Ready Description: Student Use appropriate oral communication techniques depending on the context or nature of the interaction. Student uses conventions of standard written English.

Evidence for Scoring: Student's message in the timeline and essay is easily understood because the information flows well and is mechanically/structurally correct.

B.1. Academic integrity.

College Ready Description: Student attributes ideas and information to source materials and authors.

Evidence for Scoring: During discussion, timeline creation, and the final essay, student avoids plagiarism, appropriately cites sources, and creates work that is appropriate and credible.

Japanese-American Internment Revisited – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations

College Ready (3): Shows proficiency in all of the performance expectations

Approaching College Ready (2): Meets only some of the performance expectations

Initiating College Ready (1): Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
52	100		42	88		32	80		22	72
51	99.5		41	87		31	79		21	71
50	99		40	86		30	78		20	70
49	98		39	85		29	77		19	68
48	97		38	84.5		28	76		18	66
47	96		37	84		27	75.5		17	64
46	95		36	83.5		26	75		16	62
45	94		35	83		25	74.5		15	60
44	92		34	82		24	74			
43	90		33	81		23	73			